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ABSTRACT

Community education should help foment actions for extensive interagency cooperation. The major obstacles to such working partnerships are tradition, turf, lack of trust, lack of time, and the attitude that it's too much trouble. This type of thinking must be discarded if cooperative ventures are to flourish. A high level of interest exists in cooperation and building partnerships, yet there is a low level of actual participatory dealings. Cooperative endeavors, such as those undertaken in Montana, at Clackamas Community College in Oregon, and at Northeastern Junior College in Colorado demonstrate that ideal cooperative relations between various agencies, businesses, institutions, and schools involve a number of elements. It is imperative that the school district and college find the change agents in each community and get them involved. A total commitment to develop and maintain linkages by all people involved is required, as well as a high level of mutual respect and trust. Additional elements include needs assessment and evaluation; community involvement in planning; a people-oriented staff; cooperative funding; sharing of space, facilities, and resources; and finding methods of dealing with conflict. (LAL)

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PARTNERS: REACHING OUT

by

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President
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Montana Adult Education Association/
Montana Association of Community Education
Conference

Lewistown, Montana
October 18, 1984

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PARTNERS: REACHING OUT

by Marv Weiss, President, Northeastern Junior College

MAE/MACE Conference, Lewistown, Montana

October 18, 1984

"Partners reaching out" - What an appropriate theme for your second annual Community/Adult Education Conference. 1984, when many agencies, including the federal government and educational institutions, are looking for ways to accomplish more with fewer dollars, finding partners in every community will help us to accomplish more with less. As a long-time community educator (over 15 years), I have had many opportunities to work, observe and explore ideas with numerous people from many parts of this country, and I have found that no one will admit that he or she does not want cooperation or a working partnership. Yet, this year the AACJC, the ACCT, and the Department of Education in Washington, D.C., the Montana ACE and AEA also are spending much time and effort to develop better and more extensive partnerships. I believe there is much positive action in this country, but it is not enough. In fact, I believe that "community education should be the yeast to help foment the actions for extensive inter-agency cooperation."

Before I try to identify that vast number of partnerships which exist today, let me suggest to you that merely knowing the kinds of partnerships which are desirable in communities is only a beginning. What we need to understand, and try to overcome, are what I like to identify as the Terrible T's--They are: 1) Tradition (we all are creatures of tradition, but we need to be ready for change.) 2) Turf - obviously, turf is one of the biggest stumbling blocks in expediting our partnerships or cooperation. 3) Trust - I suggest it is lack of trust which is a tremendous barrier toward solid cooperation. 4) Time (lack of) - it is so easy for all of us to say "we don't have enough time to develop a good partnership and that keeps us from actually accomplishing these cooperative ventures, and 5) the last of the T's--trouble (it's too much trouble to overcome this complacent and resistant attitude). The terrible T's are probably the largest and most significant barriers toward any type of cooperative relations or partnerships.

A good way to help us overcome the "Terrible T's" is to completely disregard something that many of us, I'm sure, have read and heard about in the past--it is called "81 reasons why it won't work." I suspect you've seen or heard of this list. I don't intend to read all 81 reasons, but I'd like to refresh your memory on just a few of these reasons why things won't work, and why partnerships won't be developed, or why cooperation is so limited--for example:

1. We haven't the time.
2. It won't work.
3. We're not ready for that yet.
4. Let's not move too fast.
5. Our people won't accept that.
6. It has been the same for 20 years so it must be pretty good.
7. That's not my job.
8. We don't have enough help.
9. All educators like to use this one--"Let's do a study of it first."
10. The people will never buy it. Or the one that always works--
11. It's against policy! Or even better than that,
12. It isn't in the budget, or
13. Let's give it more thought
14. Let's form a committee to study it.
15. It's too much trouble to change, and last, but not least,
16. We've always done it this way.

You folks in Montana can be very proud that you've overcome many of these 81 reasons, and the reason I'm saying that is your second annual Montana Adult Education Association and Montana Association for Community Education Conference. Just getting the two associations together, I would imagine, was no easy task and, yet, as soon as you forgot about the "turf" problem (who's conference is it?) and utilized the word "synergy," all of us working together toward one goal is much more effective than each of us, individually, working toward the same goal. The MAEA and the MACE have begun an excellent cooperative venture, and I applaud you for that. As I mentioned earlier, there is much resistance. In fact, this persistent resistance to change that we all experience reminds me of an interesting little cartoon which I saw in the "Chronicle of Higher Education" some months ago. Picture with me, if you will, this cartoon: The first caption says, "I'm not going to school today." The second caption says, "Marv, get up--you only have five minutes to get ready." And the third caption says, "I'm not going--everybody hates me and makes fun of me and calls me names!!" And the last caption vividly states, "But, Marv, you're 51 years old and you're the president--you have to go!" Maybe we need to worry less about "having to go to school," or feeling forced to develop partnerships. Let's relax. Let's become more trustworthy with other agencies, or the other institutions. Let's forget about turf--that isn't important if we really want to serve people. And let's become persistent about informing people of what each agency or group will accomplish by developing some working partnerships and long-lasting cooperative relationships.

I asked Gloria Gregg and Norene Petersen for some information on what's happening in Montana in community education. I'll tell you a little bit about our own community education program at Northeastern Junior College, but by speaking with Gloria, I want to hand out some accolades to you, the State of Montana community educators, and, in particular, to the Community Educational Center at Montana State University. I had my first "taste" of community education way back in 1972 when I flew to Flint, Michigan for a quick three-day tour of the "mecca" for community education in the United States, and I was impressed with what I saw in Michigan, but I can also tell you that today many community education groups in various states around this country are doing as much as, or more than, the Flint, Michigan model for community education.

Even though the Mott Foundation, over the past 15 or 20 years, has given millions of dollars in support of community education, so much still needs to be done. As you are aware, one of the major thrusts of the Mott Foundation grants this year will center around partnerships, and I understand in Montana it's particularly related to a rural state. The American Association of Community-Junior Colleges (AACJC) along with the Association of Community College Trustees (ACCT), and the American Council on Education, plus other educational associations, this year have as their goal to build partnerships. In fact, I've been bombarded over the past month with brochures announcing three regional workshops, one in Anaheim, California, one in Davenport, Iowa, and another in Myrtle Beach, South Carolina, in which these brochures were announcing very boldly, "Two days of jam-packed information and ideas dealing with (1) identifying critical issues in a successful partnership; (2) Examining several practical program models for customized training; and (3) Exploring the components of an effective center for small business support and job creation; (4) Examining a new relationship with high schools--the 2+2 tech-prep model; (5) Analyzing ways in which colleges can be involved in economic development, and (6) Examining partnerships between the public sector employers and our colleges.

Now, isn't it interesting that community educators have been talking about those items for a long time. In fact, in 1973 I finished my doctoral dissertation at Oregon State University which dealt with cooperation and coordination between community colleges and community schools in five selected states. Those states were Washington, Oregon, California, Michigan and Florida. And what I found in 1973 I would find today if I did the same survey--I found a <u>high level of interest</u> in cooperation and in building partnerships, and I found <u>a low level</u> of actual participatory dealings.

Since our President of the United States is interested in building partnerships--interested in getting the private industry and business working with labor in partnerships, I suspect that there are a number of private cititzens, private businesses, and private industries who are taking a closer look at working together. Interestingly enough, that brochure on partnerships stated, "Explore and examine ways of building partnerships between the small business, the public employers, labor, industry, management, the colleges and high schools, and my question is, why just high schools? Why not all kinds of schools, why not all kinds of colleges, not just 2 or 4-year colleges, but universities as well?

I know that these workshops on building partnerships will be attended by probably 300 to 400 people around the United States. What worries me is that these workshops have been developed for colleges--the college people will be meeting together; they'll be talking to each other (as they continually do) and, when the workshops are over, they'll go back home to their college campuses and they'll complain about not having adequate cooperation in building partnerships with the public and private sectors; but those same people will be sitting in their offices and they'll not think about the "Terrible T's" which I mentioned to you earlier. They'll be completely immersed in their tradition, trust, turf, time and trouble problems--they'll be so immersed in those areas that they'll not have the energy left to visit other educators and seek their advice--seek their trust and be ready to forgo tradition and turf.

If each of us would go back to where we work and start looking carefully at the myriad of partnerships which currently exist in each community, I honestly believe that we would be surprised--pleasantly surprised. There are so many kinds of partnerships today that you don't need to spend much time looking for them. The problem is so often these partnerships are limited. What I mean is we might get one school district and one college to work together and immediately we sit back feeling rather smug about how well we are doing. In the meantime, there may be 15 other possibilities for cooperation in our own backyard. Here is where I relate so closely with you, the community educators. Through my 15 years of experience with community educators, I have grown very fond of you and your philosophy--the fact that a good community educator simply doesn't give up. It seems to me that good community educators have the philosophy that the difficult things we'll do immediately, and the impossible ones will take just a little more time.

Because of that type of philosophy and attitude, community educators have been able to figuratively move mountains when it has seemed impossible to even move the molehill. When I see the community educator at work, I think of the little saying that I saw pinned on a wall somewhere which said, "Community educators work smarter, not harder." I think there is a lot of truth in that statement, and maybe that's why so many of you are so successful.

I have a Dean of Community Education who is quite a philosopher himself and he's done great things for us at Northeastern Junior College. One day he sent a little note to me and in it he said, "I saw an interesting comment which I told my staff about the other day--it was, 'If you're not pedaling, then you're either coasting or you're going down hill.'" Too many of us aren't pedaling in our educational work and, therefore, we are either coasting or we are going down hill. You know, the sad part about going down hill is that soon you'll be at the bottom of that hill, and then comes either very difficult pedaling, or you start going backwards.

My Dean of Community Ed. constantly finds some very beautiful sayings--I want to share some of these sayings with you. "Some people profit by their experiences, and others never recover from them." "When the grass looks greener on the other side of the fence, it may be that they take better care of it over there." Or how about, "Whether or not laughter is healthful depends upon whom you're laughing at." Or, "If you do not know what you want, the next best thing is to learn to like what you get." Planning, goals, objectives, mission, roles--all of those fit into that saying. "What you don't know may not hurt you, but it often amuses others." Or, "Your dreams will never come true if you oversleep."

And, for those of us who are Type A, how about, "He who lives at high tension sometimes blows a fuse." And, "Use your head to get on your feet." And maybe just one more slogan--it's one that I think community educators (and I know community college educators) are interested in--it's one used by our college association, the AACJC, and it is simply "An opportunity with excellence is what one gets at a community-junior college." I think that slogan can be used in any community education setting--an opportunity with excellence--isn't that what we're all about in community education? Isn't that what we should be striving for as we build our partnerships?

I have had many opportunities since 1974 to travel across this beautiful country of ours. I've been in states from Alaska to Florida; from Maine to California, and many states in between. And every time I've had the opportunity to discuss community education, I've taken time to talk a little bit about things that work for me.

Let's go back to 1969 at Clackamas Community College in Oregon City, Oregon. I had been an assistant superintendent in a local school district when a new community college in Oregon City was in its infancy. It had only been in existence for two years; a new president was hired and, because of one of the employees there, I applied for a job as Director of Community Education/Community Services. I didn't know anything about community services or community education, but I loved teaching, I loved education, and I loved people. And so I became the new director, and I remember the new President saying to me the first week that I was there, "Marv, how much do you know about community education and community service?" and I said, "Well, not a heck of a lot." He said, "I suspect that in the next few months you will learn more about what community education is than you ever dreamed!" And how right that man was--because, after I had been there a couple of years and nad read everything I could from authors like Jack Minzy, Erv Harlacher, Jim Gollatscheck Bill Keirn, and many other community educators around the United States, then I made my trip to the Mott "mecca" in Flint, Michigan. When I came back from Flint, I went to the President and said, "John, we ought to have a working relationship with all of the school districts (and there were 9 of them) in our college district."

While I was in Flint in 1972, I heard people from the Mott Community School say, "Boy, have we got a great program!" I said to them, "How are you working with the community college in Flint?" And they said, "Oh, we don't work with them; they have their own program." So before I left, I went over to the community college and spoke to their dean of community education. I said, "And how is your program going?" And it was a glowing report. I said, "Tell me, how much are you doing with the community schools in Flint, since there are so many of them and they seem to be doing so well?" And he said, "Oh, we don't bother with them; we're doing our thing and they do theirs." And I guess that was the stimulus that I needed to prove to the community education world that, at least in one area--working with community colleges and community schools--they are compatible--that they have a similar kind of philosophy and that partnerships are possible.

In 1972 I began my crusade for building partnerships with school districts. There were 9 school district, some of them were very small; some of them had 200 students in high school. There were large districts too--one had over 7,000 students and the largest one had over 12,000 students in the system.

So I went to the school district where I thought we might get the best cooperation; the school district that wasn't worried about turf, and wasn't concerned about tradition, and I said, "How would you like to work with us to provide more services and better kinds of activities and courses, credit and non-credit classes of all kinds?" We started with one school that first year. But what I did (I wasn't smart enough to do this myself) was hire a topnotch community educator, a man who had vision, a man who was well respected in the community--I hired Bob Ellis. Some of you may know that name; I know Gloria does. Bob Ellis, in my opinion, is one of the finest community educators in the United States. Bob and I, with help from a lot of people, worked with each school district through an excellent advisory committee. And I'll say this, it took 5 years to get 8 of the 9 school districts into a formal working relationship and, as each school district worked with us, the feedback we received from the various communities was the same. "My, how many more things are happening and how much easier it is to get the kinds of things we want than ever before!" The college wasn't concerned about who was getting the credit; the school district wasn't concerned about that either. We were all working together to join our resources and get the kind of activity and base that was necessary to provide solid community education.

I am sorry to say it took us 7 years to finally get all 9 school districts to work for us. It was only after the school board in that last school district and the local citizens literally demanded that the school district work with the college and, conversely, the college with the school district, that we actually affected the formal cooperative relationship with that district.

I've been gone five years from that system, and today their community education cooperation is as strong as it ever was, and the people in Clackamas County, Oregon, are the benefactors of that type of relationship.

How does that relate to Northeastern Junior College? When I came to Northeastern on September 20, 1979, my governing board made it very clear to me that the reason I got the job as president was because of my philosophy regarding community education. At Clackamas there were 200,000 people living in a small county with 1400 square miles, but the Sterling, Colorado, service district had 5 counties and 8,000 square miles. I also found, instead of 200,000 people living in that service district, we had but 50,000 people living there. However, the concept was the same and the need was just as great. And, so, there was a meeting on campus of the BOCES (in Colorado it's called Board for Cooperative Educational Services--similar to an intermediate education district--some of you might call it a regional school district).

This BOCES met on our campus once or twice a year and it wasn't accidental that we invited them to meet in October at Northeastern. When they got there, I found there were 14 school districts in those 5 counties. The school districts ranged from the smallest (which was Lone Star with 65 students from grades 1 thru 12) to the largest school district which had about 3500 students and which was in Sterling itself. I welcomed those 14 district superintendents to campus and told them I wanted to get to know them better. In fact, I invited them to lunch at college expense and then I said to them, as most genuinely as I could, "I invite you to work with me toward building a cooperative relationship so that all 14 school districts will become a working partnership model with NJC as soon as possible." And most of those gentlemen looked at me and were very courteous but, after the meeting, the superintendent from that small Lone Star district came up to me and said, "Marv, we've heard from your predecessor and some of the other people at that college for the last three, four or five years tell us that you wanted to work with us but, Marv, talk is cheap!" He said when I could show him that I really meant what I had just said to these superintendents, then he would be the first one to start a working relationship with NJC. That was a challenge for me. I invited him to my office immediately after the meeting and we sat down and talked for at least an hour. My dean of community service/community education was invited to sit down with us, and we talked at length about how we could start immediately (I'm talking about the fall of 1979) to work with Lone Star to develop a cooperative base.

I'm pleased to say that by December of 1979 we had a 3-week mini-term after fall quarter and we started some classes at Lone Star. Much to the amazement of many of our staff, it was very successful and, by spring of that year, we had several of the other superintendents saying, "Hey, I think I'd like to get involved with that." Then I did just as I had done at Clackamas; I went out to Lone Star and I enticed that superintendent to become our new director of community education at NJC starting July 1, 1980. It didn't take Al Renzelman, the new director, very long, and we now have a formal working agreement with every one of those 14 school districts and last year over 8,130 people took part in some form of community education in locations off our college campus. The year before I came to NJC there were 356 students who were enrolled in courses off our campus. That was, and is, a significant change in northeastern Colorado but, again, I want to impress upon you, it wasn't I who made this happen; it was the encouragement and enthusiasm of people like our director of community education (who now is our dean of community education). What happened was that I was fortunate to find the kind of people

who had a philosophy similar to mine and who were untiring in their efforts to provide services for people. We, at NJC, now feel very comfortable in working with those 14 school districts. We also feel very comfortable, I might add, in working with the City of Sterling. They have a recreation program and we do a lot activities jointly, for example, the basketball league, softball league, and the volleyball league. We have such things as a Red Cross Aquatics School where the college works with the various school districts and including the City of Sterling recreation center which has a beautiful swimming pool--we work with the County of Logan to provide the kinds of services they are looking for, and we're very fortunate to have a good relationship with the Cooperative Extension Division--the county agents. In fact, the chairman of our governing board is a recently retired director of the cooperative service. That, too, helped us to form lasting, fast-working relationships with the cooperative extension service. But that's part of being a community educator--you search for the opportunities and then you "strike while the iron is hot." Look for potentials--I know you are doing that, but don't be too discouraged when you have some failures. We have failures almost every day, but, our successes far outweigh our failures. In fact, I tell my staff (all of the employees, not just the community education/community services people) that if we don't have an occasional failure, then I have a feeling that we're either not doing enough or we're always in the "safety zone" and, therefore, we're really not reaching out the way we ought to. If we wish to continue to work in a "safety zone," then we ought not to be in the business of trying to educate the people in our community.

Another cooperative venture which has been very good <u>to us</u> and <u>for us</u> over the past 3½ years is our cooperative internship for community educators which we have with Colorado State University. Gloria Gregg's counterpart, Dr. Chuck Porter, at Colorado State University in Fort Collins was recently the president of the National Community Education Association and, when I came to Colorado, we had known each other through the NCEA. Chuck called me after I'd been in Sterling for about a month and said, "Marv, I'd like to come out and talk with you again." He said, "I've got an idea!" And I said, "Come on out if you have an idea--I'm always open for those." Chuck Porter came out and said, "Marv, we have a master's degree program for community education students and we'd like to intern some of those students out in your area." This was the fall of 1981, and I said, "Chuck, we don't have all of the areas working with us yet, but I think if you have some interns, we'll put those in the school districts--at least to those districts where there is a definite interest in community education." And I'm pleased to tell you that

over the past three years we have had five Colorado State University community education interns. NJC pays a small stipend, as well as Colorado State, and the interns come out here to work, not only with the college, but also in school districts setting up community ed. programs as part of their work experience and their internships for their master's degree.

The first year we did a lot of learning--Chuck Porter and I. We were somewhat successful but, let me tell you, the last two interns we had were very successful and they produced community education programs which are continuing this year. In small rural school districts that have several thousand people, almost the entire community is involved in some phase of community education.

In my opinion, to have a successful cooperative relationship or partnership, it is imperative that the school district and the college find the change agents in each community. Change agents can be individuals, institutions, agencies, or businesses for that matter. What you must do, and what we found out wasn't very easy, is to get those change agents involved. Once you get them involved in your program, then it's easy to build in that area. For example, I think the most logical possibility for building partnerships is through the concept which all of us today talk about, and that is the concept of community development. Every community needs help. I've lived in a number of them over the past 25 years and I have yet to find one community where "everything was perfect." The community educator, the community school coordinator, director, whatever your titles are--you can be a definite catalyst for community development. I suspect if we went around this room today we would find a number of success stories of successful community development projects. All it takes is getting rid of our Terrible T's - tradition, turf, time and trouble, and we can easily affect change in every community, no matter how large or small that community is. What I found as we worked in community development was that some of our impediments for good, honest involvement have to do with what I call the Two Mis's" - misinformation and misunderstanding. So often there is misinformation (or not enough information) which leads to the other "mis" - misunderstanding. How important it is for us, for you, for me, to constantly be aware of the need to eradicate and eliminate the two mis's--I can't stress that enough, because a trusting relationship leads to forgetting about tradition and turf, time and trouble.

In the last ten years, I've been involved in a number of charettes and I've learned a lot from people like Erv Harlacher, Jack Minzey and Jim Gollattscheck. In the last few years, I, myself, have conducted several charettes; the latest one was in Phoenix, Arizona, in 1980. A number of community educators from throughout

Arizona came to Phoenix and we spent two days discussing partnership building. The object was to get the community colleges and the community schools together. This was sponsored by Arizona State University and their center director, Brian Miller. What we basically did in order to make the participants aware was an involvement workshop. We developed a working definition of community education and then a rationale for developing cooperative relationships with the various agencies, institutions (public and private) and schools. And I suspect, to no one's suprise in this room, we determined that the essential elements of an ideal cooperative relationship really had a number of elements. I'm not going to give you all of them, but some of the most important ones are: A total commitment to develop and maintain linkages by all the people involved. A high level of mutual respect and trust between people at all levels. Built-in community involvement in cooperative planning. Needs assessment and evaluation of the ongoing process and program. And, no surprise I'm sure, but a staff with people-oriented individuals who are committed to developing and maintaining linkages and who project a cooperative image in the community. In addition, we also suggested cooperative funding, cooperative sharing of space, facilities and resources, and finding methods of dealing with conflict, as well as flexible structure, including but not limited to community councils, advisory boards, inter and intra-agency meetings. Then we tried to lift some of the impediments of community education and the same old concepts kept popping out. I'm not going to name all of them, but just let me tell you a few: Territoriality--isn't that what I've said several times? Lack of cooperative leadership. Another area is competition--constant competition between agencies rather than cooperation. Lack of sufficient incentive for cooperation--certainly an impediment! Inertia. Ineffective or insufficient communication--there are the two mis's. Legal restrictions and, by the way, very seldom do we find many legal restrictions. Lack of availability and access to facilities. Lack of money - and we all find that often enough. Tradition and politics - forgive me for continually referring back to the "Terrible T's." The charette participants normally come up with some very good long-range and short-range goals to implement the kind of cooperative venture that is absolutely necessary in becoming successful.

While I could go on all afternoon talking about community education, as you can see, I truly am excited about the value and the need for increased partnerships through our professional field. I'd like to conclude with just a few more concepts that I think are just as pertinent today as they were some years ago. Several years ago I wrote an article that dealt with Continuing Education--Its Weakest Link and, as you might expect, I felt strongly (and still do) that sometimes our

weakest link is our own staff in our school district or college district. So often, the weakest link is the fact that the basics in the school district take precedence, and in the colleges the transfer and occupational programs take precedence. Therefore, the continuing education area becomes sort of a "step-child."

I believe that, as stepchildren (and that's what some people think we are) we have become a very important aspect within each community, and maybe it's our fault that we, the community educators, do not "blow our own horns enough." Maybe it's our fault that we're perceived in many schools and colleges as "the weakest link in our institution." I submit to you that community educators must, absolutely must, get the word out to many, many people. Community educators know in their own hearts that we can overcome our own identity problem. Some of us don't think we have one and, yet, we all admit that some of our offices are identified in our schools and colleges as "local garbage dumps." We get the citizens who call and have been transferred to a number of different offices, and somebody has to answer the questions. We get the mail that no one else wants. We get every local "maverick" who has a great idea but no one else in the system will dare touch him. We get a lot of fliers and brochures from our fellow community educators and, out of all this chaos and diversity, we constantly find ourselves involved in the unique, innovative and people-centered creative thrusts, whether it's in the school district or the college. So, we need not be the "weakest link." We must exert ourselves in each community--make the community aware that what we have to offer has value and relevance. Maybe we need to start with who the enemies in education really are. Let's look at our internal enemies--let's look at the external enemies. Some examples of our internal enemies are our own administrators--sometimes our governing board, and sometimes our own faculty. In the external world, so often our enemies are the state legislators, the commissioners of education--sometimes we even accuse the private schools and the boards and commissions of being our enemies. But what we need to do is to combine our talents with those whom we think may be our enemies--we need to work with them--we need to develop our partnerships. We need to reach out and get the people to understand our mission and our goals, and when that happens there will be a myriad of possibilities for inter-agency cooperation and continual partnerships.

As I prepared for this talk and was doing some research, I looked at the abstract of my dissertation, which was written in 1973 and published in 1974. I looked at the conclusions and recommendations, and some of these are just as valid today as they were ten years ago. Keeping in mind that my dissertation topic was "Coordination and Cooperation between Community Colleges and Community Schools in Selected Community College Districts," here were some of my conclusions which, unfortunately, still are relevant today:

1. There is an urgent need for cooperation and coordination between community colleges and community schools throughout the United States.
2. State laws do not prevent the community colleges and community schools from cooperating in the five states that I studied (and I'll bet that's true in many more).
3. I found that state certification and qualifications of instructors in community colleges and community schools were issues which did not prevent cooperation and coordination between those institutions.
4. I found that considerable disagreement exists between community colleges and community schools with regard to whether or not the college should pay part or all of the community school director's salary--and this is still a problem today.
5. I found that competition for tax dollars by community colleges and community schools is not the reason for the lack of cooperation between these institutions in the five states that I surveyed.
6. I found that community college and community school personnel must come to an agreement regarding who should be responsible for coordinating education in the community college district. That's the turf we talked about.
7. I found that much disagreement was between community schools and community colleges in the areas of instruction and finance. And,
8. I also indicated in 1973 that a need exists for a model for cooperation and coordination between community schools and community colleges. Since 1973, there are a number of excellent models for cooperation between colleges and schools and all other kinds of agencies. Yet, there is much to be done!

In conclusion, then, the reason there is still so much to be done goes back to what I said earlier--it is because of the "Terrible T's" - tradition, turf, trust, time and trouble - that the road to a utopian partnership with the various agencies within every community is so difficult to attain. If we could just get rid of those "Terrible T's," then I believe that partners reaching out could easily become successful, not only in my home state of Colorado or my ex-home state of Oregon, but in Montana and North Dakota, in Wyoming, and in all other states. We can--we must continue to work as partners. It can be done!

I wish to conclude with a saying from Henry Ford, the automobile builder. Most of us are familiar with the way the Model T Ford was built and the kinds of foresight necessary for that development. Henry Ford said, "Coming together is a beginning. Keeping together is progress. But working together is success."

Ladies and gentlemen of the MAEA and the MACE, you are coming together and you have now been together for two years--you're obviously working together! You have established success--take it out to the communities in which you are working and your successes will truly flourish!

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